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AUTHOR Hall, Cindy J.

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ABSTRACT

An action research project involving a 7th grade mathematics teacher and a school principal examined the teacher's methods of instruction and beliefs about instruction to see if they matched. The principal used several forms of data collection to examine espoused curriculum theory beliefs, including conversations; mentoring dialogue; formal and informal interviews; a newspaper survey; a news release on the teacher's individual philosophy; the teacher's written philosophy for the teacher of the year award; teaching materials; teaching plans; method of preparation; and a copy of the TIMSS (Third International Mathematics and Science Study) report. Sources of data to examine actual theory and practice included student surveys; a principal writeup for the teacher of the year award; observation of teaching in class; videotapes of teaching during a 2-day period and several months prior; observation and videotape of her administrative role with bus drivers and students; observation and videotape of team meetings; conversations with another teacher who worked with the 7th grade teacher; and schedules of study sessions she provided for students on her own time. Results found that the teacher's belief statements reflected her actual practice. All of her espoused belief statements reflected a practical world view, and all of the data suggested that her beliefs matched her practice. (SM)

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Presentation at MSERA Annual Meeting

"Reflection And Dialogue As A Means Of Uncovering Theory And Improving Practice"

Examination of Espoused and Practiced Curriculum Theories
Technical, Practical and Emancipatory World Views

Qualitative Study
7th Grade Teacher – Administrative
in a Middle School Setting

Written by Cindy J. Hall

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Presented By...

Cindy J. Hall, Principal

C Hall

&

Shelly R. Rider, Teacher

Spanish Fort School, Baldwin County
30900 State Highway 225
Spanish Fort, Alabama 36527

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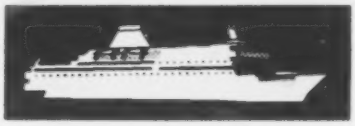

"Take A Cruise on Learning Lines"

Action Research Project

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Technical, Practical, & Emancipatory World Views

Qualitative Study
7th Grade Teacher & Administrator
in Middle School

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TOPIC

"Take A Cruise on Learning Lines"

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Technical, Practical, & Emancipatory World Views

7th Grade Math Middle School Teacher
& Administrator

PURPOSE

"Enjoy the Cruise Trip as You Journey & Learn About Others' World Views Compared to Home"

Throughout this project I will use the metaphor (Munby, 1990) of a cruise trip that we take related to learning. I see learning as an exciting journey that is filled both with unexpected events as well as exciting ventures. Through our conversations and other sources of data collection, I began to see and hear my research teacher use a theme for metaphors. Quite often the she describes the learning atmosphere as exciting and

compares it to a trip. This metahor reflects both her ideas of learning and my framework of how I see her ideas reflected here.

There are several purposes for this project. The first is to provide me with the opportunity to practice action research at the school level. I selected a school site because I believe that everything we do at the central office level should support teachers in order for learning to take place in the classroom. And since I believe that the real curriculum is the learning that takes place in the classroom, I am focusing on a math teacher/administrator who is implementing curriculum in the classroom on a daily basis. Although I have had experiences at all levels of education, I selected middle school because I have had more local school administrative experiences in a middle school than in other levels and therefore have a strong interest in this emerging curriculum.

I selected this site and this particular teacher through mutual agreement at the beginning of this quarter when I learned that I would do action research. This teacher worked for me as a 7th grade math teacher in a former setting, and through that setting a natural mentorship was established that has continued to present. During the last two years she has taught 7th grade math in a different system and has worked in an administrative capacity during this past year in addition to her teaching and coaching assignments. While we have engaged in several years of reflective dialogue regarding learning and leadership, I have not had the opportunity to closely observe her classroom practice. When I mentioned this project and that I would like to work on it with her, she enthusiastically volunteered to serve as my first participant in an action research project.

She had a few areas of concern that she wanted to focus on through this project, as I examined her practice to see if her espoused world views are reflected in her practice.

She has been interested in the concept of re-teaching for mastery since she believes that all students should learn. She has faced a special challenge this year, as in her third period classroom, she has had 15 LD students out of a total of 30 students. Without the aide she expected, it has been a struggle at times for her as she has attempted to meet needs of all students adequately.

The second area that she wanted to examine, related to the TIMSS Report which was released in the fall of 1996 with strong implications nationally on where our schools should be mathematically. As a result of this report, many department math meetings in her school this year have involved discussions that have focused on methods that would be appropriate to instruct students in math. Debates have ensued, and through an examination of how she is teaching students, she has hoped to reexamine her practice to determine what kind of learning and atmosphere works best with students, and hopes to see if she is actually teaching to reflect her beliefs. At this point in this school, no mandates have been issued for how teachers must teach. They have freedom to explore and use various methods as long as they meet state and local guidelines for accountability. The following paper will further examine how she plans, implements, and interacts with students to implement curriculum in contrast to her espoused views.

My main purpose was to examine this teacher's methods of instruction and espoused instruction to see if they match. As she and I looked at this information together during these two months, we expected growth, new ideas to emerge, and felt that we would both learn and benefit from this project. I can certainly say that such is true.

While I explained that I would be looking to see if her stated beliefs matched her espoused beliefs, I did not emphasize this, nor did I explain the three world views to her. I

deliberately withheld this information from her so that what she shared with me and what she did in the classroom would reflect her own true growth and ideas rather than reflect new influence from these three world views. It was a wise decision, and I feel contributed to the success of this study. A few terms in our conversation have caused her to reflect during this quarter and reexamine her practices and beliefs on her own. I also did not share the metaphors I heard her use until I was ready to type this paper so that this information would also not influence her natural use of metaphors. This was also a wise decision and allowed for natural use of metaphors.

METHODOLOGY

"Explore & Experience All Activities Provided On This Cruise To Ensure A Time Of Self-Reflection"

Data Collection, Examination, & Analysis of Espoused Practice & Beliefs

Since this teacher referred to learning as a trip, the *cruise* metaphor in methodology relates to the excitement that comes from exploring many experiences to provide a clear determination of world views held and of consistencies in beliefs and actions for this study. This metaphor relates to a successful cruise trip where the vacationer needs to take advantage of as many of the activities provided to ensure maximum enjoyment. Our process of examining various data was enjoyable, just as student learning is an exciting trip for this teacher and her students.

I used a qualitative study as my methodology. In this study, I used the following forms of data collection to examine espoused curriculum theory beliefs; copy of TIMSS Report, conversations, mentoring dialogue, formal and informal interviews, newspaper survey, news release on individual's philosophy, teacher's written philosophy during fall of 1996 for teacher of year award, teaching materials, teaching plans and method of preparation. Sources of data used to examine actual theory and practice included the following: student surveys, principal write up for teacher of year award - fall 1996, observation of teaching in class, videotape of teaching during a two-day period of time and several months prior, observation and videotape of administrative role with bus drivers and students, observation and videotape of team meeting of which she is the leader, observation and videotape of athletic meeting with coaches and principal, conversations with another teacher who works with her in an 8th grade math position, and schedules of morning and afternoon study sessions she provides for students (not mandated) on her own time.

The following discussion will provide information pertinent to the data that I collected for this study.

Copy of TIMSS Report: Curriculum Implications (1996): This international report was referred to during the early part of this school year in this middle school, for math teachers to reflect and begin to plan together to identify some strategies as a math department to address the needs expressed in this report. Comparisons of U.S. curriculum and other countries' curriculums cause concern with findings that the U.S. math curriculum is not as challenging as other countries and U.S. students are somewhat below the international average of 41 TIMSS countries. Although this school has not made

definite curriculum plans to address this study, much discussion has taken place during this school year. My teacher has believed that a more interactive approach to learning is necessary and has continued to provide a challenging curriculum for students along with some teachers, while another teacher has questioned this approach preferring a more technical approach using the textbook predominately.

At the beginning of our research I mentioned the three world views in very general terms, at which time my research teacher said, "Technical, that's me. You know I am clear about my objectives and goals with teachers." She believed that she is very technical in teaching, while I would have guessed her to be a combination of technical and practical. Of course she made this statement without fully understanding the world views. At this time, from her statement, I considered that she might be more technical than I believed. Observations and data collection would reveal her views as we progressed with this study.

Conversations: During one of our conversations on 5-16-97 she mentioned that she had just presented her last major *"concept"* for the year. When she mentioned this to the students, she said that they were disappointed because they had enjoyed learning in her math class this year. When I heard her mention the term "concepts" I immediately thought of Grundy's (1995) description of the practical world view.

During another conversation on 5-17-97 she mentioned that she loves to teach and learn, and sees the main goal of teaching to be to encourage students to become life-long learners in order to achieve success in their lives.. Grundy would place the intrinsic motivation of life-long learning in a practical view more so than technical.

During another conversation on 5-19-97 and following the formal interview, her comments were not focused on herself, rather her focus was an excitement that the

interview generated to do some negotiating with students to determine learning content in the future. She also indicated that she had learned a lot about herself during the interview as she verbalized her own reflections and beliefs during the interview. This interest in questioning her own traditional methods with a desire to negotiate with students definitely reflects emancipatory thinking according to Grundy.

During the course of the interviews and conversations the main type of metaphor she used referred to taking students with her on a "trip," or "we are or we are not going there," and "branching out." Thus came the trip metaphor of a cruise, because the trip she referred to reflected an enthusiasm for learning and discovering new ideas interactively with students. Grundy would again, see practical influence here.

During the past few months we have continued to have regular conversations through our mentoring relationship. Most of the discussions we've had reflect consensus regarding an open style of leadership which supports autonomy both in the classroom and in administrative positions. She believes in an interactive leadership style in her administrative role, supported with open communication with bus drivers. She spends time talking with bus drivers rather than simply providing them with memos. This was actually reflected during my observations and on some bus videos while she was on duty.

Interview: (5-19-97) This formal interview was conducted in a restaurant and was taped. We wanted an atmosphere where we could feel comfortable to sit, eat, relax and talk about the items in the interview in much the same fashion as we naturally engage in dialogue. The interview was comprehensive. The following information will provide an overview of information discussed. Actual interview notes included in attachments.

During her first two years in this new middle school of 1000 students, she assumed many roles and responsibilities: teacher of 7th grade math(AST advanced math & 7th grade regular math), administrator of bus drivers and all bus discipline, head volleyball coach, co-chairman of SACS initial study, member of technology committee, team leader for her 7th grade interdisciplinary team, member of scheduling committee, member of budgeting committee, and member of teacher advisory committee. In these many roles, she sees herself as a "peacemaker, mentor, and advisor," to teachers and students with whom she works. These same words are confirmed by the principal of the school as she provided a written interview to the newspaper during fall of 1996 to support her in the teacher of the year nomination. She notes that this teacher is quickly becoming a mentor for new teachers and also mentions that she is a peacemaker. Interaction with others is actually practiced with peers as well as with students. This form of collaboration and interaction again, reflects the practical world view more so than the other views, according to Grundy.

This teacher planned eleven units of study with objectives under each area of study during the summer of 1996 for the school year of 1996-97. She made sure to include State Course of Study objectives and the local system's requirements, but planned using broad concepts she felt students needed to learn. She used her judgment to determine these plans. As the year progressed, she noted that the advanced AST students(who are placed in this class simply by parent request) moved through these lessons quickly. In response to this she planned and built in a pre-algebra unit to meet student needs. According to her this generated much interest among students, and they were successful with these concepts. She uses the 8th grade prescribed textbook in the advanced AST

class approximately 50% of the time while she uses the prescribed 7th grade textbook for the regular class approximately 90% of the time. Her administrators are aware of her use of supplemental materials to enrich her program and are supportive of this. She uses a pre-algebra textbook and an algebra textbook to supplement many of her lessons. However, during my observations and in observing the videotapes, she never refers to a textbook or resource material during any form of instruction. She is familiar with her subject and utilizes student questions to guide the lecture and student group work on a regular basis. Not only does this reflect the practical view through interaction and teacher judgment with materials taught, but her strong use of student questions as a guide to teaching the class also reflects some emancipatory interests.

She has a learning styles area in her classroom with a sofa that a few students use regularly in place of a desk. She begins each class "chatting" with students as they enter the room, and students engage in on-task behaviors as she moves to the front of the class. They write in their agendas to copy objectives or assignments from the board. Some days they are asked to take time to reflect and write in their journals. A feeling of mutual respect exists among student and teacher. This approach emphasizes an open and reflective climate which supports a practical or emancipatory view.

This teacher feels as though she has an enormous amount of flexibility in planning her instruction. She often tries to engage students at the beginning of each lesson by "introducing something wild, or spontaneously acting out a character, or dressing up like a famous math character and teaching the class from his/her perspective." During the course of a week she engages in the following intructional strategies on a regular basis: cooperative learning groups, individualized instruction, learning centers, contracts,

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independent study packages, gaming and simulation, lecture, peer tutoring, technology projects, journaling, and competitive games. This reminds me of Schubert's(1992) article when it is mentioned that the teacher needs to consider "what is worthwhile to know" in developing curriculum theory and practice. I believe this is what this teacher is practicing here as she tries to determine what students need to know as she plans.

Regarding the use of questions for instruction she commented, "If I ask factual knowledge questions, I am not doing "justice" for what they learn. I try to be aware to ask them to 'apply' to 'provoke thought'. I do not vary this with classes. I take both classes to this level. If they don't take the trip with me, then I back off. My AST classes usually take me far. I'll take the regular math classes as far as they will let me go". From this statement, I realized that the metaphor she often uses in teaching is to take an exciting "trip" in learning. She also acknowledges that the students do some of the guiding on this trip. From my observations in her classes this is true. Student questions truly do guide much of the direction of the lesson. Grundy would see an emancipatory view here with student input and questions and practical view with teacher judgment.

When I asked her how she determines if her lesson delivery has been successful, she responded, "Not by a test score. After the lesson there are two things I use to determine this. One is the atmosphere in the class. The second is students' facial expressions. If either are not positive, I haven't done a good job that day." I would actually say this reflects an emancipatory view as Grundy suggests that the emancipatory view assesses learning through joint consensus. Students are considered during assessment.

When asked about how she evaluates students, she said she does various assessments. She gives traditional tests, and said she had just given one a few days prior to our interview on the mean, median, and mode. She had allowed students to act out these terms in class hoping it would help them associate something with the terms during the learning phase. When tested, some of the students failed the test. Yet, she believed the test did not adequately reflect information they understood. So she discussed it with them in class, and told them that if any student could use their calculator and verbally explain the terms, she would reevaluate their grades and give them credit for their understanding. She did so with several students. According to Grundy this is an example of practical view where student and teacher interact for teacher judgment to determine a grade. It even reflects the emacipatory view where consensus is reached among participants in the learning setting.

She usually provides two to three times each week for students to write in their reflective journal to give them time to express themselves. She also uses group projects, tests, assignments, and other forms of feedback for immediate attention to student needs.

When asked about motivation used with students she responded, "Hanging from chandeliers. The biggest motivators are the best. I use an enthusiastic voice. I may introduce the lesson with my guitar and a song. I may allow the student to act out some concept. You name it, I've done it. If I don't feel it in the air (that it is working), I cut it. Sometimes I have them write a story as a group using problems. Then they swap problems and stories among groups. I like to be creative." These examples of motivation, using stories, student input, and creativity are examples of the practical world view. Barone (vol. 26) suggests that curriculum theory will arise out of the real qualities of

students' experiences. Allowing students to view learning from their perspective encourages true engagement as well as provides meaningful opportunities for criticism of theory and development of a curriculum theory. Criticism also arises from the emancipatory view.

Classroom management and discipline are taken care of during the first week of school. She has one rule and it is, "Respect others and you will get respect in return." She establishes an atmosphere of respect during the first week of school, and it works for the rest of the year. She has had no discipline referrals to the office this year, and her students test scores on SAT are high.

Techniques with parents and students in her administrative role involve, "Listening to the side of the parent to empower them concerning what is going on, to create a level of trust, to communicate well by restating what is said, and to be accountable."

Classroom arrangement predominately involves students sitting in groups of four. Students usually sit in rows for major exams. She tries to create a classroom climate of enthusiasm. The SACS visiting committee has just recently visited the school and commented to her that the entire school reflected a feeling of enthusiasm. She also agrees that this school reflects an enthusiastic climate. Grouping for instruction reflects an interactive approach to learning. Such is reflective of the practical approach in Grundy' book.

When asked why she chose teaching as a career, she responded, "I love my job, it is so fulfilling. I get paid to contribute to someone's life - to make an impact on kids' lives. That is the most powerful thing in life, to contribute something to someones life."

When asked what teaching means, she responded, "I feel like the people who sit at a potters wheel, using my hands to form clay. I do not just teach math. I teach a thousand things, helping to shape a child's life. I teach more than subject matter, I teach about becoming a person. I also take time to be an advisor for students as they need it." This kind of teaching is more than technical. Specific outcomes and products are not the focus. Individual development is stressed. Grundy would describe this as practical.

"Schools should exist to allow students to achieve many small successes that build upon each other. I do want them to be prepared to live in society. I also see schooling as a process of survival for students, equipping them to survive." This was her comment on the purpose of schooling.

She sees interactive learning as the highest level. When I asked how much students should be involved in the planning process, she said, " I think you could. I think next year I'll try that." Grundy would see this as more practical than technical. Her metaphors of "building" and "molding" are individual oriented.

In the following chart, this teacher ranked words describing curriculum. She had been given no explanation of world views when she did this. I wanted to get a general idea of her thinking of these areas regarding learning through concepts. The following terms have a number written above each to indicate order of importance, 1 being most important for learning to higher numbers not being as important.

Generally speaking her conceptual ideas of learning reflected here describe practical or emancipatory thinking more than technical.

Begins With...	**(3)Facts, Conformity, (1)What is Good, (2)Teacher Judgment, (3)objectives, Critique on Social concerns**
Teacher Role...	**(1)Facilitate, (no)In charge, (no)Impart knowledge, (2)Interaction, (3)Encourage, (3)reflection**
What is Taught is Based Upon...	**(3)Facts, (2)Good decisions, (3)concepts, rules, (3)objectives, (1)student - teacher negotiations**
Central Concern...	**(4)product, (2)process, (4)outcome, (2)making meaning of environment (1)critique and question to improve and change**
Learning Involves...	**(3)Critical evaluations, (4)change in behavior, (2)reflection, (1)interaction**
Participants Are...	**(2)Questioning status quo, (4)Reflecting, (no)passive, (3)accepting, (1)active**
Evaluators Are...	**(2)Teacher-Student decide together, (3)Teacher decides, (1)Teacher-Student interaction, (1)Qualitative, Quantitative, Critique**
Evaluation is Based Upon...	**(3)Product of Objectives, (1)Meaning from Process, ()Subjectivity, Objectivity, (1)Open-ended, (3)Correct-answer, Reflection, Critique**

Newspaper Interview: During fall of 1996 this teacher was named as one of five teachers of the year by Birmingham Post Herald for the north part of the state. During a newspaper interview, this teacher expressed her philosophy of education by stating the things that are important to teaching and learning in her classroom. They include: music in the classroom, math learning games, student interaction, enthusiasm, avoidance of traditional math lessons, enticement daily, building student confidence, instill positive attitudes about learning, utilizing accumulated resources apart from prescribed resources to plan instruction, provide opportunities for all students to succeed, and impacting students lives to learn. This philosophy stated in an interview reflects the same ideas she

shared in our interview which reflect a practical view of education. Her avoidance of traditional math lessons also reflects an emancipatory view.

Teacher Philosophy Written for Birmingham Post Herald Teacher of Year Application: Metaphors used in this philosophy include: "Stirs within my soul a passionate commitment to a cause far greater than that of surviving." "Driven daily." "Ever present mission which is empowered by genuine loyalty that creates a trust that pervades my entire life." She is referring to the belief that all children can learn. "Visionary leadership." She believes that communication and motivation provide the key to learning and states, "I have found the key to successful learning and am filled with an unspeakable joy as I daily unlock successful learning in the lives of many." Learning is certainly a mission for her and her emphasis on communication with students reflects a practical emphasis on learning rather than technical. Her entire philosophy statement is also consistent with the items covered in the interview I conducted six months later.

Teaching Materials, Plans and Methods of Preparation: While this teacher uses the prescribed textbook as a guide, it was also a guide as she planed her lessons the summer prior to school in the form of unit plans. She planned 11 units with various objectives. These plans were developed through teacher judgment using texts only as reference. Although this teacher is very organized in her planning, her judgment guided her planning rather than a prescribed curriculum serving as her guide. Planning as such reflects a practical influence. She also uses the state department and local system requirements for objectives to ensure accountability and to ensure that students are prepared for normed as well as criterion referenced tests.

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Data Collection, Examination, and Analysis of Actual Practice

Student Interview: The total number of students surveyed were 99 - 7th grade math students in this teacher's class. Survey was administered on May 14, 1997 to all periods of students she teaches; 1st, 2nd, 3rd, 6th, and 7th periods. Periods 1 and 6 are advanced AST classes. The other classes are regular math 7 classes. The survey examined classroom arrangement, instruction, teacher resources, learning, additional volunteered instruction outside of school hours, assessment, and classroom climate.

For classroom arrangement 100% of students surveyed said that their room is arranged in groups. 60% said they also sit in rows at times. 100% of students surveyed said that they sit in groups most of the time in this class. There was no other arrangement that was even considered to be used most of the time. 77% of students responded that they prefer group settings. 13% prefer rows, and 15% prefer circle arrangement. The use of group learning is confirmed by student input and confirms what the teacher says she believes in and what she is practicing.

Concerning instruction, 95% of the students feel that the teacher designs instruction for this class based on students' real learning needs. 31% of the students say that this teacher asks them for their ideas on what they would like to learn. 69% say that she does not request input. I believe that this is a high response for students to say a 7th grade math teacher asks for their input thus indicating some interaction or negotiation in planning for instruction which would be practical or emancipatory. 86% of students say they feel comfortable asking questions for understanding in this class. 14% say they do not.

Students indicate they have the opportunity to learn through homework, group work, calculators, board work, class discussions/questions, individual projects, group projects, lecture, learning games, oral presentations, computers, hands-on manipulatives, competitions, and reflective journaling, These were listed in order with homework being used most often, to journaling which is least used. What I believe is noteworthy here is the fact that journaling is used at least part of the time in this classroom reflecting an emancipatory view and again reinforcing this teacher's stated beliefs. 96% of students indicate that homework is an instrument of learning while 19% of student responses indicate that journaling is a learning tool. What is noteworthy here is that journaling is a learning tool used in this class indicating an emancipatory view and further reinforcing her espoused practical and emancipatory beliefs as indicated in her interviews.

72% of students see her as using the prescribed textbook for instruction while 34% and 45% student responses indicate that she uses outside textbooks, library, videos, an other resources, again confirming her statements.

84% of students said that if they did not understand the material the first time, she would reteach it again. 16% said that they have only one chance to learn the information. This was a question directly related to one of the purposes of this project and confirms a perception by students that this teacher believes in "effort" rather than "ability", again a practical view, rather than technical.

95% of the students feel they have the same opportunity for extra help from the teacher as any student in the room. This reinforces the teacher's belief that she wants success for all students.

63% of the students say that she provides volunteered, weekly, study sessions for students. 27% of the students say that she provides daily, before school, study sessions for students. 18% of the students say that she provides weekly, after school study sessions for students, while 9% say that she provides after school, daily study sessions for help. 10% see her as providing still other forms of extra help for students besides classroom help for learning. This additional assistance for students is definitely coming from a practical view rather than a technical view and further confirms her belief that all students can succeed.

Students have reflected that she assesses their progress through fifteen different forms of assessment. Refer to student surveys in attachment section following this paper for specifics. However, the predominate forms of assessment include: written tests, homework, individualized projects, group projects, oral presentations, reflective journals, group grades, competitive events, calculators, hands-on manipulatives, re-teaching, and computers. This information reflects that she is assessing to match her instructional methods and reflects an open method of assessment which is reflected as both practical and emancipatory. Students further state that they believe these various methods are appropriate for assessment.

Regarding climate, 32% of the students say live plants make the room comfortable, 49% say the use of music does, 76% say the use of learning styles with sofa in learning styles area does, 29% say computer stations do, 45% say bulletin boards do, 82% say they like the pictures in the room, 76% say they like the classroom arrangement for grouping, and 50% say that display of group work in this classroom provides a climate that is conducive to learning. This matches this teacher's belief structure, because in her

philosophy statement she made to the newspaper during fall of 1996 when she was interviewed as teacher of year candidate, she indicated that she believed pictures in a room were important. Student have confirmed that this statement is true. Again this learning style atmosphere certainly reflects one of interaction and concern with student needs which reflects a practical view.

And the final student survey question asked students to note this teacher's traits that help students to enjoy learning in this classroom. 89% of the students responded that their feeling comfortable to ask questions helped them learn. 88% said her humor helped. 75% said her pleasant voice helped. 69% said student-teacher interaction helped. 62% said she finds ways to make the lesson come alive, which definitely matched her belief statement about motivating with real-life activities. 59% said her listening quality helped them enjoy learning. 47% said that her concern for students helped. And 40% said her praise helped. These students certainly see her as interacting with them in the learning process which definitely reflects a practical view.

Principal Letter of Support for Teacher of Year for Birmingham Post Herald Newspaper: Her principal states initially that this teacher works to see that all students succeed to their highest capabilities. She states that she has high expectations and provides support for success. She further states that she is concerned about the "whole" person and has few discipline problems due to the mutual respect that exists in the classroom. She says that she spends time communicating with parents to provide both positive and constructive comments. She states that this teacher listens well and is willing to adjust teaching strategies if they will benefit students. This principal sees her as a positive influence on the staff because of her character, her enthusiasm, her caring for

others, her determination, and her mentoring of new teachers. This reflects a practical world view, because she is willing to adjust methods to accommodate students and also because her view is based on the "whole" perspective of the child, rather than seeing the need to instruct the child as separate parts as the technical view would prescribe.

Principal Observation and Evaluation Forms: Principal and Assistant Principal evaluation and observation forms from 1996-97 school year reflect the following actual observed practices of this teacher:

Questions in class lead to critical thinking and problem-solving.

Students move to group work quickly and effectively.

Teacher analyzes and discusses students' ideas.

Uses board and student discussion.

Provides homework practice.

Establishes cooperative group and individual learning.

Integrates learning with civics and current events.

Uses humor effectively.

Gets students to use agendas daily.

Uses clapping to gain student attention.

Highly evident she holds students accountable for learning.

Climate is positive and encourages student successes.

Dedication is matched by her desire to build character and to allow students to grow as caring individuals. Her assistance with her team as team leader and with other members of the faculty is appreciated.

Clarifies policies before making decisions.

As co-chair of SACS study, led the faculty to excellence.

Provided an important consistency through administrative work with buses.

Leadership with SACS was outstanding.

Day to day quiet leadership is perhaps the most impressive.

These listed items from principals' evaluations this year reflect observations which all serve to reinforce teacher interview and student interviews which serve to confirm a consistency in belief statements and actual practice. They also reflect an open and supportive and interactive practice with students as well as parents and peers.

Observation and Videotape of Teaching Lesson: On the first day of observation the teacher utilized a lecture method for part of the instruction. I was interested to see how the lecture was formatted. I tend to think of the lecture as a technical approach to teaching. Yet, I had the opportunity to see lecture conducted in a fashion that was actually guided to a large degree by student questions, a setting which definitely reflected a practical interest. The following occurred during the lesson:

Objectives were written on the board for the lesson.

Teacher interacted comfortably with students as they entered and left classroom.

Method of instruction changed throughout the lesson, combining student questions, group work, individual work, discussion, with the lecture.

New ideas related to previous content taught in lesson - she even referred to connecting present material to that taught in the past.

Students were given clear directions.

More than one instructional strategy, modality, and resource were used.

All students remained actively involved in the lesson.

Teacher circled among students interacting with them throughout the lesson.

Opportunities for oral communication skills were provided throughout the class.

Questions utilized various levels of critical thought. Students were encouraged to think, discuss, and interact with peers and teacher.

Practice in application of skills/concepts provided in lesson. The term "concept" used often for what is learned.

Procedure for evaluation of objectives matched teaching methods.

Student questions and feedback praised and encouraged during the lesson.

As lecture occurred, I noticed that this teacher did not use any lecture materials in any form during a two day period of time. She was familiar with content and allowed student questions and examples to guide her lecture, which was more of a discussion. As students asked questions, she provided samples of problem questions on the board. Then she asked students to work these individually and in pairs. During this time she moved among students. Then she asked students to turn to their group members to see if they reached the same answer. At this point students asked more questions, worked problems at the board, and discussed the problems and procedures until consensus was reached in the class. It was continually stressed that students could chose their formula for working many of the problems. This lecture method was anything but technical. The interaction that guided the lecturee/discussion/learning definitely reflected a practical view.

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The fact that this instructor never referred to the text or to notes indicates that her planning is definitely a guide that reflects a non-traditional and non-technical approach to planning and instruction.

Her patience throughout the natural process of group work was evident. The ease with which students turned to work with partners during all instructional strategies made it obvious that students work in groups daily. She encouraged higher order thinking skills as a student introduced a new concept through a question. The teacher allowed this student to go to the board to demonstrate the idea. This took place during the lecture. After the student explained the concept, the teacher praised her efforts and thoughts. At one point this teacher praised and reinforced higher order thinking, yet mentioned that on this particular day they would "not go there" due to the need to finish reinforcing the present concepts for students to adequately grasp meaning and understanding. Not only did I see a practical influence here, but I also saw reinforced the idea of learning as a "trip" and therefore reinforcing the metaphor I am using for this paper. The technical aspect was also involved here with a need to complete a concept, yet her goal was for all students to understand the present concept rather than a strict adherence to a lesson plan.

This teacher's curriculum was in place due to her own planning based on years of experience, the use of the State Course of Study and the local system requirements. There was no handed down curriculum that she was mandated to teach. Although well organized, the practical view is more prevalent throughout the data thus far discussed than the technical view. Students were engaged in the learning process through a variety of hands-on projects that were incorporated into the lesson, for instance a piece of bread

was used to measure perimeter and square inches.

On day two, students presented hyperstudio technology projects that they had prepared on a subject of choice. The most amazing learning took place as a student questioned a theory / formula that a particular student had developed. The student was comfortable in accepting his error and the other student was especiallly respectful as she questioned the formula and provided an example at the board. The teacher guided the process, but provided a climate of trust and security as students interacted together to learn. She reinforced the students' formula and explained why it was not completely wrong, but how the student's idea who questioned the formula could strengthen the formula. She even reminded them that in learning settings it is okay to make mistakes and reminded them of a mistake they had helped her with recently. A climate for interactive learning was certainly present as students presented projects. This again reflects practical interests where learning is an interactive process among students and teachers. It was obvious that the student interaction through pairs and groups of four reflected a daily process of learning. It was very natural for students to work in this manner. Usually if group work is staged in a class for observation, it is obvious through student behaviors that indicate the process is unusual. Such was not the case here as students very naturally turned to each other for consensus and to work together.

It is obvious that thus far, through teacher and student surveys, and through principal comments, and classroom observation that the documents of belief statements of the teacher match well with actual practice.

Observation and Videotape of Interaction Administrative Duty with Bus Drivers:

Interaction with bus driver during the morning as students unloaded the bus reflected high interest in the needs of the driver concerning safety and management on the bus. It was obvious that the conversation was a follow up to a prior need discussed reflecting a caring attitude on the part of the teacher and thus reinforcing the principal's comments of consistency in working with the drivers.

Observation and Videotape of Team Meeting: Student concerns were addressed during the team meeting. Student needs were a priority at the team meeting. It was truly used as a time to reflect on student needs regarding learning. This again reflects more of a practical view where student interests are a priority rather that outcome.

Such is not always the case with each team in the school as various personalities attempt to press for outcome over student needs and process. This teacher has mentioned that throughout the year during math grade level meetings there have been concerns expressed for how math should be taught. One particular teacher on the staff believes that my research teacher should use fewer project-based instructional strategies and fewer additional resources other than the textbook. This is according to my teacher and conversations with another math teacher throughout the year. Principals support my teacher's methods of teaching, students seem to enjoy her class, and her test scores reflect appropriate learning.

However, the discussion of appropriate learning strategies continues in this math department as in many. This discussion reflects a more practical view of the teacher I am observing in contrast to a more technical view often observed.

Observation and Videotape of Athletic Meeting with Principal: Observation reflected high interest on the part of the teacher for student needs. Her decision and comment in regard to purchases discussed were based on the "good of the student and the school." This reflects the practical interest.

Observation and Videotape of Technology Meeting: Observation did not reflect any specific comment on the part of my teacher. However facial expressions indicated interest in her role on this committee. Her roles and responsibilities reflect regard from her administrators to value her input on the various committees. Her philosophy reflects "middle school concepts" as does her school, and this is an curriculum that recognizes learning approaches that are designed to meet student needs, many of which do not reflect traditional teaching methods.

Conversation with Fellow-Math Teacher: One 8th grade math teacher said that this teacher should be the math facilitator (math chairperson for entire school) for this school because she listens better to teachers and has ideas that truly work for her students. This comment reinforces the fact that her instruction focuses on student needs in an interactive process, again supporting a practical view.

Schedules of Study Sessions: The schedule of study sessions in the attachment section reflects the volunteered times before and after school on a regular basis that this teacher uses to address her concern that some students need additional help to grasp all concepts. Her study sessions reflect a consistency between beliefs and practice. They also reflect a method to support the school's concern with the TIMSS report previously mentioned.

FINDINGS

"Enjoyed More Activities On The Cruise Than Expected"

The metaphor of a *cruise* has certainly fit this study as I have explored various data for information regarding this teacher and her beliefs and practices. I feel like I have taken a trip as I have explored her belief structures and practices in the classroom. I have actually discussed findings in the data collection, examination, and analysis section of the Methodology. The discussion of findings and how they relate to the world views has been integrated throughout the entire Methodology section of this paper. The information was so extensive that to have not mentioned how each section of data related to world views would have required redundancy later. At this point the reader should have a fairly clear picture of how this teacher's belief statements reflect her actual practice. Both are actually quite consistent and reflect a practical view with a flavor of an emancipatory view at times. Her original statement that she might be technical in her approach is not the case. However, all of her espoused belief statements reflect a practical world view, and all of the data provide strong consensus to support that her beliefs do match her practice.

Data analyzed concerning this teacher's espoused beliefs and actual practice provides recurring support that her practices and beliefs reflect a practical view. In many instances she plans teaching for the good of the student. She states that she facilitates instruction in the classroom. She also refers to "concepts" of learning. Teacher judgment is used quite often in determining instruction and evaluation. She refers to making meaning of learning and actively involves students in learning. She also provides opportunities for students to interact on a daily basis with each her as well as with each other. Students refer to her instruction as "making learning come alive." Her evaluations are often very subjective as she allows various ways to evaluate and assess true student learning. The principal indicates that she sees the "whole" child as she plans for instruction. The teacher also emphasizes teaching more than subject content which also refers to making meaning for the whole child. This discussion fully supports the fact that through data on espoused beliefs and data on actual practice, this teacher reflects a practical interest and consistently practices what she believes. This answers my two main research questions. The first was to determine if this teacher's espoused beliefs match her practice, and they do. The second was to determine which world view she practices, and it is definitely the practical. Although there are actually many instances of emancipatory view expressed in these beliefs and practices and some technical, the fact that this teacher does have guiding goals that she has determined through her judgment for the good of the student and the fact that there is not a lot of student-teacher negotiation to plan curriculum, and there is not a central focus to question a traditional approach, help to support my finding that her view is practical rather than emancipatory. This entire discussion reflects a practical view of teaching.

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Another goal of mine was to simply work through an action research project and examine closely as many aspects of the learning environment as possible in order to make an accurate assessment of world view. In the beginning of this project, I felt that this teacher reflected more technical aspects than I actually found as I read more fully and examined the data closely. This study has clearly indicated a practical view. I also developed a chart of "Habermas' World Views/Interests and the Curriculum" from class notes and readings that helped me to sort out this data. This chart will also be included in the final section of this report.

My research teacher was also interested in seeing if her espoused beliefs match her practice. I would like to suggest that one of the reasons that her stated beliefs match her practice is due to the fact that she spends a great deal of time reflecting on what she believes about learning and teaching and leadership and therefore is more aware of what she does believe than might be the case for others who do not practice reflective thought. She has also practiced a form of evaluation and is open to change in her classroom as she has continued to assess student needs and accommodate to meet those needs. I believe that reflecting on one's theory or beliefs does assist one in implementing that theory, changing that theory over time to accommodate student needs, and provide exposure to world views. I believe this teacher has practiced reflection of her own theories of learning and has changed that theory as she has tried new strategies with her students over time. We have also both benefited from the dialogue that has taken place over the past few years in our discussions about beliefs, and these discussions have provided both of us with exposure to new world views. This project has also provided us with an even greater exposure to new world view philosophies to consider.

The second goal my research teacher had was to examine how she can better teach when a classroom is composed of 10 LD students in a class of 30 students. She feels that her strategies are appropriate for teaching, yet feels that the wide range of student needs in this classroom goes beyond challenging. Her study sessions provided both before and after school have benefited these as well as other students in the learning process. During our interview, I asked her how much she practiced negotiations with students to determine curriculum? She responded that it is something she would like to do more with in the future. However, before this project ended, on May 23, 1997, she had an incredible situation that took place in this 3rd period class where she gave students an opportunity to have input and in so doing, reflected the epitome of learning, respect, and an example of moving from practical view to an emancipatory view with extremely positive results. I will tell this story in the section of this paper entitled, "The Most Significant Learning Outcome."

CONCLUSIONS & DISCUSSION

"It's Always Great To Come Home After A Cruise"

As a result of this research project I gained an enormous amount of insight in how to apply the three world views to an actual classroom setting within a school to determine which view exists. Application of this through "action research" has helped to clarify each of these world views. I have been able to work closely with a respected colleague to do a thorough examination and analysis of data to determine world views espoused and practiced.

The teacher with whom I worked was extremely enthusiastic and incredibly helpful throughout the entire process and worked as hard as I have to make this process a reality. Her hard work and openness in viewing her beliefs and practices as well as making meaning of her setting, during this project further serve to reinforce findings that reflect a practical world view.

As a result of this project, I have seen this teacher begin to examine even more closely the things she does in practice and her belief system. This project has affected her own growth as a teacher even during these past two months.

I can safely say that this project has caused me to rethink educational practices and can see an enormous benefit in practicing action research projects in school settings. I would like to do some of this in the future. I have seen its benefits as it has encouraged both of us with even more reflective thinking as we engaged in this process.

I believe that curriculum theory and practice should inform one another, and I further believe that action research such as this is a significant method to help this merger occur. I also believe the practical world view provides the best support system for a school because it promotes intrinsic motivation and student responsibility for learning, and teacher responsibility for teaching. When students and teachers are thus empowered with the opportunity to learn through interaction, learning becomes more meaningful and life-long.

MOST SIGNIFICANT LEARNING OUTCOME

"Cruises Provide Trips That are Fulfilling, Rewarding, and Self-Reflecting Experiences, Often Times Full of Surprises"

The most significant learning outcome for me was a clarity of distinction between the three world views. Originally, I believed that if you are organized and have objectives in mind, you must be technical. However, as I read more fully these various views and had the opportunity to observe a lecture that was very practical in nature, it caused me to truly examine each of these world views. I also realized that various components of a teacher's roles may reflect the various views. In my observations, I saw aspects of all three views, yet was able to readily discern one predominant view. My ability to examine an educational setting and determine the world view existing was a major outcome for me.

My research teacher experienced what I consider to be her most significant learning outcome and the most significant outcome of this study. What took place in her 3rd period class on May 23, 1997 reflected the most exciting outcome in this study, because it reflected negotiation between teacher and students to determine curriculum and provided internal motivation for students whose learning was the major concern of this research study. The following is an example of what took place as a result of this study and, it directly addressed this teacher's concern for this class and learning. Due to the nature of this study and the things we had discussed concerning learning, she tried a new approach with her class on May 23.

My Concluding Story

During a final end-of-the-year talk with her third period class on May 23, 1997, this teacher actually asked this class (with 10 LD students and 20 regular math students)(note she did not mention to the students the special education student make-up of the class) how she could have done a better job of teaching them to learn math this year when some students are at different places in what they know. They said they did not know how she could have done better. She wanted to encourage them to do their best and take advantage of opportunities to learn and did so by relating to them a personal experience.

She began by sharing with them the fact that she has had many opportunities to use talents and gifts she has been given in her life. She has been involved in many educational and administrative experiences. She has been involved in music and in sports. Yet, this week, as volleyball coach, as she was working with girls after school, as she does every year, for volleyball clinic and tryouts, she discovered that for the first time ever, she could not serve the ball overhand over the net, nor could she set the ball up high enough for the students to spike. Realizing that this was due to the slow progression of a bone disease that she has, it affected her in a very reflective way during this week. Tears threatened to come as she spoke, relating this story to her students, yet she managed to hold them back for the most part. However, not a dry eye remained in the classroom, as this teacher explained that her point was to help them understand the idea that they need to use their talents to do their best because they are not guaranteed that the talents they have been given will always exist.

As a result of this teacher's personal experience, the students in this class began to respond to her initial question concerning what she could have done to help them learn. They began to share with her that while it might be partially her responsibility to teach them, it is really their responsibility to learn, and they should work harder than they do. The next student said to maybe teach a lesson twice, then go on. Then she said, "What if you have a teacher whose heart will not allow them to do that." They responded that they do not have many teachers who feel that way. One student (who does not usually work hard) said she should give them one opportunity to learn and if they don't get it, then go on. To this, she asked them what they would do about parents who expect more out of a teacher than that. She asked them to put themselves in her place as a teacher and asked how they would respond to a parent who has a lot of input concerning student grades. She told them that she has parents who call concerned about why students are not learning. One of the students asked who would do that. His friend said, "she's referring to your mother." He said, "Oh." They agreed that this situation would be tough, and they were not sure what they would do.

At this point, a boy thanked her for loving them as much as she did this year as she taught them. Another student said that he had learned more this year in her class because she taught about real life things, just as she was doing at this particular time. Several (4 or 5 boys) of the students waited behind after class when the other students went to lunch and told her that they would be in her class for summer school. They asked her if she would teach them as much as she could, because they wanted to learn as much as they could.

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She said that the students' responses were very reflective in a situation that was not planned. As a result of our project and our discussions on student-teacher negotiations for learning, she was prompted to ask students for their input. However, she had not planned to reveal her personal story. Yet, she said it simply flowed from her to a class that could understand the concept of things being difficult in life.

As a result of this setting and this story in this class, word spread through school, and these students asked her to sit with them in the cafeteria for lunch. One student even came by volleyball tryouts later and asked her if she wanted to skateboard with them later that day. A third situation occurred as a student who had heard about the conversation talked with another teacher and said that he could not bear to think of this teacher with any health problem. She explained that this was not the purpose of the talk, but rather to emphasize the importance of using talents that exist. It was obvious that this experience allowed these students to identify with this teacher in a new way, a way involving real life.

Later that day, another class asked her if they could have the same discussion she had with her 3rd period class. While she spent this day talking with each class about wrapping up the year and the things they had learned, the personal experience relayed to the third period class was only appropriate for this third period group of students. She said she knew this and did not try to repeat this setting. She knew it was intended for a

special group of students to whom she reflected a special interest in meeting their needs at the outset of this project as well as from the beginning of the school year.

I am sure that she planted a seed in the lives of these students and provided them with some motivation and with a story that they will some day re-tell as a memorable experience in education much like the ones we have shared together in this class.

The following week during final exams my research teacher was giving her final teacher-made exam to her math 7 and advanced 7 classes. One of the principals had mentioned to her that she felt that her exams would be too difficult for both classes. However, after grading very difficult exams, students did amazingly well with most grades being A's, B's, and C's. These results helped her to feel that what she is doing in her classroom is working, and that her continual working with students before and after school, and rethinking strategies to engage students in learning are truly working to help students succeed.

I can not think of a more significant learning outcome for a project than a live experience that has touched the lives of this teacher and these thirty students as they were encouraged to internalize learning and accept the responsibility for their own learning in the future. In this instance, student-teacher negotiation and the emancipatory view were extremely effective. What an exciting way to journey home from our "cruise."